**3rd Grade Language Lesson Plans for Mrs. Dean**  **Week of:**

**Unit 1 Alexander, Who Used to Be Rich Last Sunday~ Grammar: Statements/Questions & Spelling: Unit 3 Base Words & Endings**

**Monday- COS** 3.1, 3.9, 3.10, 3.13 **Obj.** SW take a pretest to correctly spell words that end in: ed, ing, er, and est; define and identify statements and questions.

**Method-** 1)Review Morning DOL using the document camera/Active Board 2)Spelling Unit 3 Pretest 3)Go over Spelling words & patterns orally, & SW highlight any misspelled words from the pretest 4)Read together blue box page 62 5)Guided Practice pg 50; SW write an example of a statement on a post it note and an example of a statement on another post it note to attach to a t-chart; SW share the post it notes; TW listen for correct identification between statements/questions as well as look for correct sentence components 6)SW who missed any spelling words will write words correctly 2x’s each; students who made 100 will have AR time

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** Students will write a statement and a question.

**Materials-** DOL, Unit 3 Spelling, Loose leaf paper, Grammar/Writing Book, Highlighters**,** Post It Notes

**Tuesday- COS**- 3.1, 3.9, 3.10, 3.13; **Obj.** SW practice writing Unit 3 Spelling Words; Use statements/questions correctly in writing

**Method-** 1)Review Morning from DOL using the document camera/Active Board 2)TW supply each child with a spelling word; SW write spelling words on board with and without special endings; choral read spelling words 3)Review sentences pg 62 4)Guided Practice pg 62 orally; SW write a question mark and a period mark for statement on 2 separate post it notes; TW read examples of both & SW hold up their response on post it notes 5)Independent Practice pg 65 on loose leaf paper

**Evaluation-** Daily Grade pg 65

**State of Student Engagement-** Students will identify the difference between statements and questions and include both correctly in their writing.

**Materials-** DOL, Loose leaf paper, Pencil, Unit 3 Spelling, Grammar & Writing Book, Post It Notes

**Wednesday-** **COS** 3.1, 3.9, 3.10, 3.13 **Obj.** SW- Complete an Assessment on using statements and questions correctly

**Method-** 1)Review Morning DOL using the document camera/Active Board 2)2 min. spelling write on the board with pass the marker 3)Review statements/questions pg651 by saying answers orally 4)Statement/Question Test 5)TW discuss time ordered words pg 66; 6)Writing Workshop- Prompt- Write a story about something that happened with numbers and math and include time-order words; for example refer to pg 67 *A Wrapping-Paper Problem*. 7)TW guide the students with brainstorming ideas; SW write what the teacher writes while also adding their own ideas

**Evaluation-** Statement/Question Assessment/Teacher Observation

**Statement of Student Engagement-** Students will complete an assessment by using and writing statements and questions correctly, and participate in a Writing Workshop by brainstorming ideas on a given prompt.

**Materials-** DOL, Grammar & Writing Book, Pencil, Statement/Question Test, CPA Notebook

**Thursday-** **COS** 3.1, 3.9, 3.10, 3.13; **Obj.** SW correctly spell Unit 3 Base Words & Endings correctly for a Spelling Test;

**Method-** 1)Review Morning from DOL using document camera/Active Board 2)Spelling Test on Unit 3 3)SW write a rough draft on yesterday’s prompt in the form of at least one paragraph (5-6 sentences). 4)Teacher will conference with students in small groups or one on one to assist with the editing part of the writing process.

**Evaluation-** Base Words & Ending Spelling Assessment; Writing Workshop Participation/Observation

**Statement of Student Engagement-** Students will write words with base words and endings correctly for a Spelling Test, and students will follow the steps of the writing process by writing a rough draft on a given prompt to complete one paragraph.

**Materials-** DOL, CPA Notebook, Pencil, Loose leaf paper

**Friday-** **COS** 3.1, 3.9, 3.10, 3.13 **Obj.** SW- Practice write Spelling Unit 4 neatly in print, identify spelling list pattern; Publish/Illustrate Personal Narrative

**Method-** 1)TW model say, write, & discuss next week’s spelling words (Unit 4: Long Vowel Digraphs) on the board orally; SW write spelling words neatly onto the Family Times Reading Workbook Page for next week’s story 2)SW read/discuss Newsletter/Teacher Webpage, Spelling List, Word of the Week, & Homework Packet 3)SW finish publishing/illustrating a paragraph (5-6 sentences).

**Evaluation-** Sentence Mechanics

**Statement of Student Engagement-** Students will practice write Unit 4 Spelling Words, and publish/illustrate a paragraph that includes math, numbers, & time-order words with 5-6 sentences.

**Materials-** Spelling List, Newsletter, Family Times Workbook Page, Homework Packet, Paper, Pencil, Colors